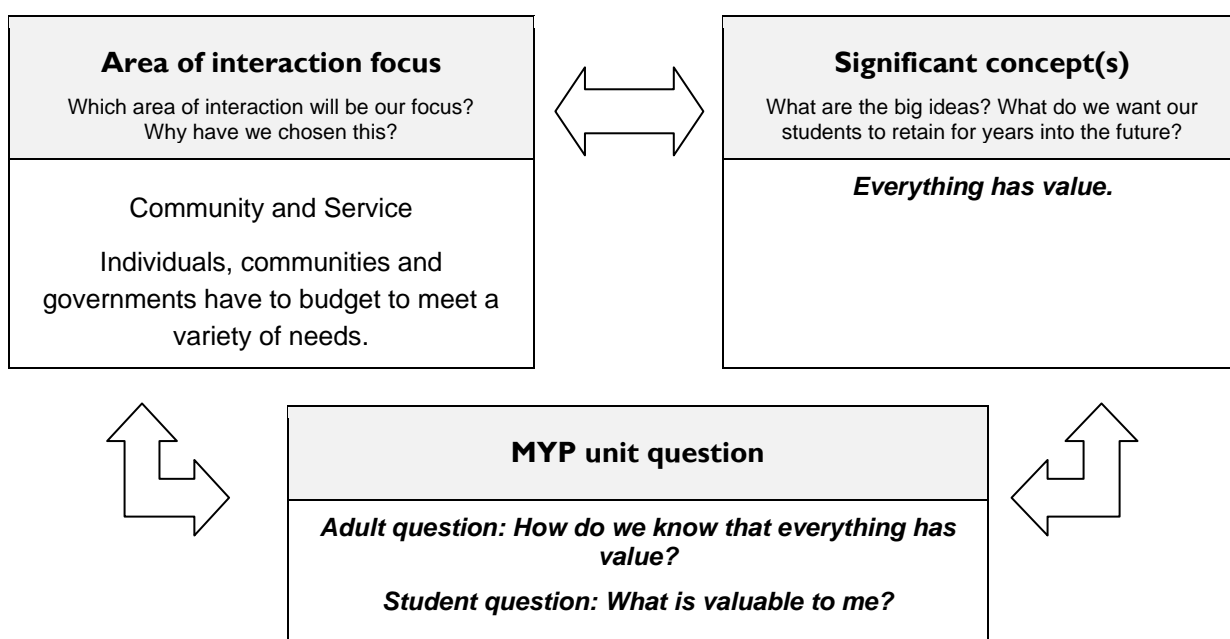


# MYP unit planner

<b>Unit title</b>	<b>Get to the point!</b>
Teacher(s)	
Subject and grade level	MYP 1
Time frame and duration	27 class periods

## Stage I: Integrate significant concept, area of interaction and unit question



<p><b>Assessment</b></p> <p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>
<p><b><u>A real-life problem:</u></b></p> <p>Students will use ads from a newspaper to budget, “go shopping”, work out a total (including tax), and divide up remaining money evenly.</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p><b>(These specifically address the assessment task, not all of the assessments in the unit)</b></p> <p><b>A:</b> Interim objective: Apply basic rules correctly to solve simple problems including those in real-life contexts.</p> <p><b>D:</b> Interim objective: Consider the importance of their findings with guidance from the teacher.</p>
<p>Which MYP assessment criteria will be used?</p>

## Criteria A & D

### Stage 2: Backward planning: from the assessment to the learning activities through inquiry

#### Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

Add decimals  
Subtract decimals  
Multiply decimals  
Divide decimals  
Solving problems

Listen and follow directions  
Reflect on real-world math problems  
Work with adding tax and tip on to a bill  
Explain mathematical results for a real-world problem  
Explore how decimals are used around the world  
Investigate how money is valued around the world

#### Number Sense

- Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.
- Students calculate and solve problems involving addition, subtraction, multiplication, and division.

#### Mathematical Reasoning

- Use estimation to verify the reasonableness of calculated results.
- Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
- Express the solution clearly and logically by using the appropriate mathematical notation, terms and clear language; support solutions with evidence in both verbal and symbolic work.

#### Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

**From MYP Objective: Apply basic rules correctly to solve simple problems including those in real-life contexts.**

\*Skill: application of mathematical rules regarding decimals and percents

**From MYP Objective: Consider the importance of their findings with guidance from the teacher.**

\*Skill: understanding and exploring how mathematical concepts have real-world applications

#### Learning experiences

How will students know what is expected of them? Will they see examples, rubrics, templates?

How will students acquire the knowledge and practise the skills required? How will they practise applying these?

Do the students have enough prior knowledge? How will we know?

#### Teaching strategies

How will we use formative assessment to give students feedback during the unit?

What different teaching methodologies will we employ?

How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

Every culture experiences the task of budgeting, adding and subtracting prices with decimals, and

•Discuss approach - what does this mean? In small groups called "families".

counting money. Some cultures may not even use a dot as a decimal, but rather a comma.

This project will be done in parts.

- Students will first “go shopping” by picking out items in a newspaper ad to purchase. They will add up all their purchases to get a family total.
- Next, students will be assigned a family budget. They will have to subtract to find out how much they have left.
- Students will then divide up the remaining money amongst themselves evenly. They will spend ALL of the money – no more than \$1.00 can be left over!
- Finally, students will add sales tax on to each of the items, to see the difference a sales tax makes to a total. They will have an opportunity to use a coupon to get certain percentages off of the items.

Throughout the unit the teacher will incorporate mini lessons on the value of each person’s positive contributions to the community and translate them to show mathematical meaning. Using this data analysis, the students will promote awareness amongst student body in the form of “Did you know?” posters or slide show.

---

To assess each student individually, students will have an opportunity to recreate this type of project individually. Each student will buy food from menus, add up the total cost, including tax and tip, then find out how much money they have left over to divide up evenly among three friends.

•Independent work: based on learning in small groups

•Skills: Collaboration (group work)

Real-world application

Brainstorm

Mathematical rules/decimals/percentage

Exploring deeper connections between mathematical rules and real-world contexts

•Activities: Shopping in group on budget

Ordering at a restaurant/individually

Weekly quizzes

Daily homework

Pre/post mini assessment of understanding the relationship between value and decimals: Answer Unit Question first in individual brainstorm, then break into “families” to explain the relationship between value and decimals.

## Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students’ experiences during the unit?

Newspaper ads, writing materials, glue, paper, scissors, Math practice books to practice necessary skills, sample take-out menus, If the World was a Village book, What is a Million? book

## Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the “Planning for teaching and learning” section of *MYP: From principles into practice*.

**Students and teachers**

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

**Possible connections**

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

**Assessment**

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

**Data collection**

How did we decide on the data to collect? Was it useful?

Students LOVED the real-world application, and the idea of “going shopping”.

Adding the tax on at the end worked well to really show the impact of having to pay taxes, although getting to use coupons earlier during the project may have been more interesting for the students.